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BLUEPRINT FOR GREATER FOREIGN LANGUAGE TEACHING ARTICULATION. A REPORT ON INDIANA COLLEGE-HIGH SCHOOL FL TEACHER REGIONAL CONFERENCES.

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THIS BOOKLET, ADDRESSED PRIMARILY TO INDIANA LANGUAGE TEACHERS, RECOMMENDS GREATER COMMUNICATION AMONG ALL LANGUAGE TEACHERS, AT ALL LEVELS AND WITHIN EACH LANGUAGE. THE SECTION ON COLLEGE LEVEL LANGUAGE INSTRUCTION CONSIDERS THE DIFFICULTY OF PROPER PLACEMENT, THE CONFUSION IN THE VARIETY OF POLICIES AFFECTING FOREIGN LANGUAGE ENTRANCE AND GRADUATION REQUIREMENTS, SEQUENCES OF STUDY, AND PROBLEMS OF TEACHER SELECTION AND TRAINING. FOR THE HIGH SCHOOLS, RECOMMENDATIONS INCLUDE THE TRAINING OF NATIVE SPEAKERS AS A MEANS OF SOLVING THE TEACHER SHORTAGE, THE USE OF LOCAL AND STATE SUPERVISORS TO ACHIEVE TOTAL ARTICULATION OF LANGUAGE PROGRAMS, AND THE DEVELOPMENT OF LONG-SEQUENCE FOREIGN LANGUAGE PROGRAMS. (RW)

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Blueprint for Greater Foreign Language Teaching Articulation

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INDIANA LANGUAGE PROGRAM

BLUEPRINT FOR GREATER FOREIGN LANGUAGE TEACHING ARTICULATION

A Report on Indiana College-High School FL Teacher Regional Conferences

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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May, 1965

NOTE

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BLUEPRINT FOR GREATER FOREIGN LANGUAGE TEACHING ARTICULATION

I

INTRODUCTION

In the spring of 1964, the State Advisory Committee on Foreign Languages decided to organize a series of regional conferences for a discussion of ways to achieve greater articulation among the various levels of education involved in foreign language instruction. Pilot conferences were planned and held at Ball State University and La Porte High School before the end of the school year. At the beginning of the 1964-65 school year, it was decided that ten regional conferences would be needed to make it possible for all foreign language teachers to participate without traveling excessive distances and to keep the number small enough to insure maximum participation by individuals. "Articulation conferences" were planned for the eight regions not included in the spring meetings. Seven were held, and one was canceled.

A total of more than 700 Indiana foreign language teachers, representing all levels of foreign language instruction, participated in the first nine regional conferences. Eighteen formal presentations were made by fifteen different speakers. Among the speakers were language supervisors, public school administrators, college and university foreign language teachers, and university FL department chairmen. Three speeches were delivered by language authorities from outside Indiana. In addition to the formal presentations, approximately 65 foreign language students and teachers from Indiana high schools, colleges, and universities participated as panel members or language group discussion leaders.

A secondary objective of the articulation conferences was the development of regional leadership to insure a continuation of conferences according to the needs of each particular region. Although the conferences were sponsored by the Indiana Language Program and the State Department of Public Instruction, local foreign language teachers did much of the actual planning.

On February 13, 1965, this objective was realized in one region. With minor financial support from the Indiana Language Program, foreign language teachers in the northwestern region held a meeting at Valparaiso University for a discussion of objectives and methodology. A third conference is tentatively planned for that region with testing procedures to serve as the theme.

At the spring meeting of the State Advisory Committee, the regional conference program was endorsed and a partial schedule was established for the 1965-1966 school year. Teachers will receive advance notice of the date and program for their region.

This work paper is an attempt to make available to all foreign language teachers in Indiana some of the major points presented by the speakers and participants at the various regional conferences. It is hoped that it may serve as a basis of common knowledge upon which positive steps can be taken toward the development of greater articulation.

II

GENERAL RECOMMENDATIONS

I. There should be a continued effort to improve lines of communication, both locally and state-wide, in all relevant directions:

A. *Among teachers of all foreign languages,* modern and ancient, at all instructional levels. The Indiana Language Program, the State Department of Public Instruction, and the Indiana Foreign Language Teachers Association provide leadership for this improved communication. The "Four-N News," edited by Professor Walter Staaks, Department of Modern Languages, Purdue University, already serves an invaluable function in keeping Indiana FL teachers aware of important events and trends in the professional world.

B. *Among FL teachers within each level*: elementary school, junior high school, high school, college, and graduate school. The reason for bringing FL teachers together by level is to discuss administrative problems related to foreign language instruction at the specific level. The implementation of many of the recommendations included in this report will depend upon such meetings.

C. *Among teachers of a specific language,* at all levels and within each specific level. Cooperation among these teachers is needed for a solution of linguistic problems peculiar to each language.

D. *Between members of the FL teaching profession and other disciplines* within the school with whom foreign language teachers need to work to set up cross-disciplinary teaching and research projects. Such work will gain in importance as language proficiency of high school students becomes adequate to facilitate the teaching of other subjects in the target language.

E. *Between FL teachers and school administrators.*

F. *Between FL teachers and guidance counselors.*

II. General conferences should be followed by the appointment of working committees to study and report on outstanding problems. Some such committees are presently in existence, acting as subcommittees of the State Advisory Committee on Foreign Language.

III. Class visitations should be exchanged among FL teachers at different academic levels. The resulting improvement in rapport should lead to a greater understanding of teaching problems and goals. In some cases, it might even lead to temporary exchanges of actual teaching duties.

III

COLLEGE LEVEL FL INSTRUCTION

In the final analysis, the total picture of FL learning is influenced directly by the effectiveness of instruction and the attitude of FL professors at the higher education levels. The degree of importance placed on FL instruction by the institutions of higher learning influences administrative policies in elementary and secondary schools. Although speakers and participants at the regional conferences did not advocate complete standardization among the institutions of higher learning, there were some who maintained that the present state of complete autonomy has led to confusion and rather chaotic conditions. An attempt is made here to summarize remarks concerning important problems and possible solutions.

I. Foreign language entrance requirements.

Secondary school students, parents, teachers, guidance counselors, and administrators are presently confused by the variety of policies among the institutions of higher learning. Such variety is often great even among different departments of the same institution. Most Indiana colleges recommend foreign language training in preparation for college work, though not many have specific requirements.

The student who begins college without effective high school foreign language training is limited in at least three ways:

A. The time required to meet the FL graduation requirements is taken from his major field of specialization or from courses designed to broaden his educational background.

B. The student beginning his initial FL training in college is at a distinct disadvantage in competition with students who are learning a second or third foreign language. In some cases, students are forced to change from their preferred major areas to ones which do not require FL training.

C. The degree of specialization required of FL majors makes it increasingly important that college students have high school training upon which to build.

Institutions of higher learning in the state need to develop a more standardized policy concerning FL entrance requirements. The new regulation of the Indiana University College of Arts and Sciences has received much attention. The 1964-65 catalog makes the following statement on page 43:

> Beginning in September, 1966, all students entering the College of Arts and Sciences must give evidence of competence in one foreign language equivalent to the first college year of the language or be admitted conditionally until the requirement is met. A student will not receive credit toward a degree in the College for meeting this requirement or for the course or courses which he has taken or may take to meet it.
>
> After 1966 a student may earn credit toward a degree for the first ten hours of a foreign language only if he has demonstrated successfully a proficiency at this same level in another language.

Students enter the College of Arts and Sciences at Indiana University as sophomores. Consequently this rule applies to 1965 freshmen. It affects more than one half of all I.U. students.

When reference was made to this new regulation at the regional conferences, it seemed to be generally accepted as a method of encouraging stronger FL programs for all college-bound students.

II. Foreign language graduation requirements.

Indiana colleges have been following the national trend during recent years in adding FL training to the list of graduation requirements at the B.A. and more advanced levels. However the amount of language required varies greatly among institutions and departments. Several conference speakers referred to this problem. Two major recommendations were made.

A. All institutions of higher learning should be encouraged to adopt a policy requiring a basic working knowledge of one foreign language by all college graduates, regardless of their area of specialization.

B. The "working knowledge" should indicate an acceptable level of competence in the four skill areas: understanding, speaking, reading, and writing.

III. Placement in college classes.

An articulation problem which received considerable attention at the conferences was that of proper placement of incoming students in college-level classes. Among the reasons given for the inability to place students with greater accuracy were the following:

A. *Ill-defined goals in high school FL programs.* Although general goals have often been stated for each level of instruction, there is still such a spread in the actual level of competence in any one of the four language skills among students coming from different high school teachers that it is extremely difficult to establish meaningful norms. This situation is aggravated by students who do well in part of the skill areas and poorly in the others.

B. *Ill-defined goals in college FL programs.* There seems to be as great a variety of objectives and levels of achievement among students from various college classes as there is among high school students. Consequently high school FL teachers find it difficult to establish realistic goals for different levels of foreign language achievement in order to facilitate the transition to college level work.

There appears to be a greater variety of teaching procedures and objectives at the college level than there is at the high school level. A frequent complaint of high school teachers was that reports from college students who had previously been in their classes varied too greatly to be of any help. One student may encounter a situation which will lead him to declare: "We should have had more grammar. English is used almost exclusively. I have little use for the audio-lingual training I received in high school." Another student from the same series of high school FL classes may say: "I am lost in my college foreign language class. The teacher never speaks English. I should have had less grammar and stronger audio-lingual training in high school."

C. *Poor testing procedures.*

1. Poor tests. Tests that are used for placement of students in college classes often do not test all the skill areas.

2. Poor interpretation of test results. This is probably an inevitable result of the lack of well-defined goals.

3. Failure of students to do their best when taking the tests. This practice is encouraged by colleges that allow students to earn credits for elementary FL courses which are actually a review of what the students have been taught in high school. Another factor contributing to poor test results is the fact that the tests are usually given in September, several months after the students' last exposure to the language and while they are involved in preparations for starting their college careers.

The problem is an extremely complex one and can only be solved through complete cooperation among college FL tea-

chers and between college and secondary school FL teachers. The following solutions were discussed:

a. Tests should include all language skill areas, including speaking. Norms should be established on the basis of actual accomplishment by large numbers of both high school and college students at different levels of instruction.

b. Tests should be given during the final week of the senior year in high school and administered by the high school FL teachers.

c. Students should be rewarded for language competence by being given college credits for intermediate level FL courses beyond which they place. Credit should be contingent upon a grade of "B" or better earned in a more advanced related course. Some institutions of higher learning follow this policy.

d. Colleges should introduce transition courses for incoming students with a high degree of linguistic competence but without sufficient maturity to move into third- or fourth-year literature-dominated FL classes.

IV. A logical sequence in the teaching of language skills.

A. *Understanding.* This skill appears to be fairly well taught. This is probably due to the listening practice exercises in language laboratory work required of elementary and intermediate level students and the growing practice of professors to lecture in the target language in literature courses. Greater articulation of FL programs at the college level and between the college and secondary school levels would be assured by a more systematic and scientific approach to the teaching of listening, building logically from the level of phoneme discrimination to the level of comprehension of extended discourse.

B. *Speaking.* The teaching of this skill has received much attention during recent years. It appears that there is still need for a determination of a logical sequence of learning if graduating FL majors are to be able to use the foreign language at a functional level with native speakers. One major problem is the transition from the level of repetition and manipulation of oral drills to the development of free expression skills. Another is the maintenance of speaking skills while students are in advanced classes. College students participating in the conference panel discussions urged that more literature classes be taught as seminar or discussion classes rather than as straight lecture periods.

C. *Reading.* There seemed to be little doubt that students who complete a language major usually achieve a fairly high degree of reading competence. Of importance in relation to greater articulation was the sequence used in the presentation of reading materials. Frequent criticisms are that intermediate level reading materials used in college classes

1. include too much vocabulary that is new to the students,
2. include too much structure that has not been presented in class,
3. include selections that are so long they discourage students,
4. place too much emphasis on literature from former centuries rather than contemporary literature, and
5. place too much emphasis on *belles lettres* at the expense of other areas that might offer material just as valuable, and often more interesting, to the students.

One college professor participating in a panel discussion described a planned sequence for his university:

Year 2, intermediate level. He urged the use of twentieth-century selections for all second-year college FL work. He would place an emphasis on carefully selected plays and short stories during the early part of the year, planned for use as a linguistic exercise as well as an introduction to literature. Later in the year, students would progress to a short novel, some essays, and some poetry.

Year 3. During the third year, he suggested a chronological presentation of literature, but in reverse order, beginning with the twentieth century and progressing backward through the centuries with a selection of masterpieces to give students an introduction to the major literature of the language. At this point, an inverted pyramid might illustrate the degree of emphasis, the broadest point representing the twentieth century and emphasis declining as students work their way back to the Middle Ages.

Year 4. A logical gradation of steps in the teaching of reading should prepare students to handle whatever language is needed to study literature with an emphasis on period, genre, style, etc. from the fourth year on through graduate school, or to use their reading ability to study other courses offered in the target language.

D. *Writing.* There was frequent criticism of the emphasis placed on the teaching of writing at all levels. Considering the limited use students have for writing in a foreign language, it was felt that this skill receives a disproportionate amount of attention as compared to the other language skills. A basic reason for this emphasis was said to be the greater ease in testing and a lack of knowledge of realistic steps in the teaching of the skill. Instruction should develop logically from the level of copying simple phrases in the target language (a task with serious difficulties for beginning students of any age) to the levels of free expression and translation, the most difficult levels but often required in beginning and intermediate courses.

V. Foreign language teacher training programs.

It is obvious that improvements in FL teaching at all levels are directly related to the ability of the institutions of higher learning to strengthen their teacher training programs. It was pointed out that the National Defense Education Act Institute Program was designed to improve FL teachers who had received inadequate training in college or to provide up-to-date instruction in methods for those who had a more traditional background. After six years, it has been necessary to increase rather than decrease the number of institutes, and special institutes have been designed for students to attend between their junior and senior years in college in apparent recognition of the difficulties teacher training institutions are having in developing truly effective programs.

Even a cursory analysis of NDEA institute reports reveals areas of weakness in present teacher training programs and indicates guidelines for improvement. Courses of action suggested and discussed at the Indiana regional conferences related to:

A. *Teacher selectivity.* Secondary school and higher education FL teachers need to cooperate closely to improve teacher selectivity. They need to establish and publicize realistic criteria for identification of teacher potential. Early identification is a necessity. Encouragement is needed to maintain student interest during the long years of preparation. Several secondary school teachers described ways in which they work through the local chapter of The Future Teachers of America in giving students, whom they have identified as strong potential teachers, an opportunity to participate in limited teaching activities. The ILP scholarships are encouraging outstanding FL students to prepare to teach their major languages.

B. *Sequential teacher training programs.* Some speakers suggested that there should be a reappraisal of FL teacher requirements. Different levels of instruction may require training to follow three different lines: one for the preparation of future FLES teachers, another for future secondary school FL teachers, and a third for future college FL teachers. A fourth was suggested for experienced FL teachers interested in training for supervision and responsibilities related to teacher training. The ILP leadership institute for FL consultants and department chairmen, to be held at Indiana University during the summer of 1965, should result in important relevant information.

C. *College language teaching.* The natural tendency of the young FL teacher is to imitate the teaching he received at the college level. Although teachers cannot treat college students the same as elementary and secondary school students, differences in successful language teaching practices may not be as great as has been assumed.

D. *Inter-disciplinary training.* Recognizing that FL teachers are called upon to interpret many aspects of the culture represented

by the language they teach, there have been strong recommendations in recent years for training beyond the field of literature. Increasing numbers of students are entering college with an advanced level of FL competence. During the last two years of college, they are capable of studying courses in the target language that give them a broader understanding of the total culture than they receive from a traditional program. Where such courses are not available, future teachers should be encouraged to study similar courses in English. Art and music appreciation, history, sociology, and political science were specifically mentioned.

E. *Methods course.* This subject received considerable attention during the discussion. Several concrete suggestions were made:

1. A demonstration of language competence should be a prerequisite for the methods course. An intensive review course in the target language for a strengthening of audio-lingual skills is usually needed at this point, preferably before the methods course, but possibly offered concurrently. It should certainly precede the actual practice teaching experience. This recommendation was made in view of the widespread criticism that ability to conduct high school classes in the target language is the single area of weakness most commonly found among practice teachers.
2. The course should be taught by a teacher with successful experience as a public school teacher of the target language.
3. Special classes should be offered for each language group.
4. There should be emphasis on such practical matters as lesson preparation and presentation rather than theory.
5. There should be demonstration classes taught by expert teachers available for observation by methods course students.

F. *Practice teaching.* The major recommendation concerning the practice teaching experience concerns the choice of supervising teachers. This is an area of great concern because of the limited number of effective supervising teachers and the ever-increasing number of practice teachers. A concerted effort needs to be made to identify outstanding FL teachers and to encourage them to work with practice teachers.

It was also recommended that the practice teacher field supervisor be a professor qualified to teach the language involved. More effective supervision could be provided through the cooperation of all institutions of higher learning in the state. Language professors from institutions not actually involved in teacher training could visit practice teachers in their area.

G. *A reappraisal of certification laws.* The present certification laws of Indiana are among the strongest in the nation. Two possible changes were discussed:

1. Flexibility is needed to allow for recognition of competence gained through experience other than formal FL classes.

2. Requirements should relate to actual language competence as well as an accumulation of college credits.

H. *Cooperative programs.* In recognition of the complexity involved in an effective FL teacher training program, it was suggested that several colleges and universities combine their efforts to do part of the work cooperatively. Such cooperative efforts might result in summer institutes similar to those sponsored by the NDEA or the Indiana Language Program.

I. *Aid to beginning teachers.* In spite of the effectiveness of the teacher training program, it is natural for new teachers to encounter problems. For an assurance of effective beginning teaching and as an encouragement for professional growth, a strong program of follow-up help for beginning teachers is needed. A cooperative effort of the type mentioned for practice teacher supervision could be effective.

J. *Postgraduate work for FL teachers.* In order to encourage FL teachers to continue their training, even after permanent certification has been achieved, it was recommended that universities offer certificates for work taken beyond the M.A. level. It was pointed out that this is done in some parts of the United States.

IV

PRE-COLLEGE FL INSTRUCTION

Although it is true that all foreign language learning is influenced directly by the effectiveness of instruction and the attitude of foreign language professors at higher education levels, it is equally true that final success in attaining program excellence is dependent upon the effectiveness of the classroom teacher in the elementary and secondary schools. Problems at the public school levels are considerably different from those of higher education. An understanding of the problems at all levels is essential if actual articulation of foreign language programs is to be achieved.

Public school problems discussed at the regional conferences were related to the shortage of qualified FL teachers, the lack of effective FL teacher supervision, and the need for more long-sequence FL programs. The following section of this report refers to those problems and offers possible solutions.

I. Shortage of qualified foreign language teachers.

Many administrators hesitate to commit their schools to long-sequence foreign language programs because of this shortage. Three specific causes for the shortage were discussed.

A. The rapidly increasing numbers of high school students require a similar increase of teaching personnel in all subject areas. The steadily rising percentage of students electing to study foreign

languages (from 17.6% in 1959 to 28% in 1964 in Indiana) makes the problem especially acute in that area.

B. Following the laws of supply and demand, opportunities for professional advancement have increased as the teacher shortage has become acute. Advanced study, administrative work, and industry attract many FL teachers from the classroom. Others move to different schools where teaching conditions or salary is more attractive. Many foreign language programs have suffered from the great teacher turnover.

C. The fact that most foreign language teachers are women influences the general teacher shortage. According to the current Indiana Directory of FL teachers, 70% of all secondary school FL teachers are women: 76% in French, 41% in German, 75% in Latin, and 70% in Spanish. Many young women are lost to the teaching profession, at least temporarily, due to family responsibilities. Others are forced to change teaching positions in order to stay with their husbands. Those who continue teaching while their families are young find it difficult to participate in professional activities such as in-service training programs, special summer courses, FL teacher institutes, and professional meetings.

None of these problems is insoluble. The plea made during the regional conferences was for a recognition of the situation and concerted efforts to help all FL teachers operate at full potential. One obvious solution is an improvement in FL teacher education programs. Considerable space has already been devoted to this subject in this report. (See section V.) Numerous regional conference participants mentioned ways that secondary school teachers can help.

A. Secondary school teachers can help in the identification and encouragement of future FL teachers. (See section V, A.)

B. Secondary school teachers can participate in local, regional, and state-wide professional activities helping to define ways of improving FL teacher preparation. Through such activities, they become more effective teachers and better qualified to inform students of professional opportunities as FL teachers.

C. One of the most important features of any teacher education program is the practice teaching experience. Secondary school teachers need to cooperate with each other and with college educators in finding ways to make the experience more effective.

The exodus of young women from the FL teaching profession is partially balanced by the return of mothers as their family responsibilities decrease sufficiently to allow them to continue their careers. Most of these women have many years of consecutive service to offer the profession. They are perhaps our best solution to the teacher shortage problem. However, these returning colleagues need immediate help in regaining knowledge of the language and culture they will be teaching, in learning about new methods and materials,

and in renewing their participation in professional organizations. Among the specific ways that an alert profession can come to their aid are the following:

A. Encourage them to participate in summer institutes for FL teachers such as those offered by the National Defense Education Act and the Indiana Language Program.

B. Encourage local colleges to offer special evening courses to strengthen language fluency and cultural knowledge.

C. Encourage qualified secondary school and college level foreign language teachers to offer in-service training programs during the academic year to help them overcome routine teaching problems.

D. Inform the returning teachers of all opportunities for professional training, and encourage their participation.

Greater use of native speakers was suggested as a possible solution to the teacher shortage. The Indiana State University Cuban Teacher Training Program was discussed. Such a plan is feasible if the training is adequate. There are four specific areas in the training that must be included for best results.

A. An understanding of the linguistic problems involved when English-speaking children begin learning the foreign language. Native speakers who have not been given this understanding are often unsympathetic with students having normal problems and are unable to offer solutions.

B. An understanding of the concept of American public school education. This concept is quite different from that of many other countries.

C. An understanding of realistic goals that can be achieved at different points in the total FL program. Without this understanding, native speakers are unable to make the best choices of teaching materials.

D. An ability to communicate well in English. This point has a special significance in relation to the professional advancement of the native speaker. As a leader, he must be able to communicate easily and correctly in English with school administrators and lay people to whom he must go for support of his FL program.

A wiser use of teacher time could also help alleviate the teacher shortage. Many secondary school foreign language teachers are still teaching two or more foreign languages or one foreign language and one or more unrelated subjects. The use of the foreign language teacher in more than one school can often make it possible to limit his teaching assignment to his major field of preparation.

The rapid development of three-year junior high schools adds an urgency to the need for wise use of teacher time, because it is at the junior high level that the teacher shortage is most acute. There are specific reasons for this situation.

A. Foreign language instruction usually begins at grade nine, automatically limiting the teacher to the teaching of beginning materials all day long or to the teaching of other subjects in addition to the foreign language. Even if the FL program begins at grade seven, the teacher has no chance to utilize the knowledge of literature he spent so many years acquiring.

B. Teachers are usually asked to cover the same amount of material in grade nine as their colleagues at the high school level cover in one year. The immaturity of the students and their duties as social and scholastic leaders of the school normally combine to render this goal impossible—to the frustration of the teacher.

C. The above conditions encourage junior high teachers to seek a "promotion" to a high school, leaving the junior high school to serve as a training ground for beginning teachers.

Although there are administrative difficulties related to the use of teachers in more than one school, benefits are important, both to the teacher and to the total foreign language program.

A. By limiting the teaching assignment to one foreign language, the fluency of the teacher inevitably improves.

B. The opportunity to teach advanced level courses as well as beginning encourages teachers to deepen their cultural knowledge of the people whose language they are teaching through extra-curricular activities and reading.

C. The opportunity to work with colleagues at different levels and in different schools leads to greater mutual understanding and facilitates program articulation.

D. Most important, these desirable professional conditions result in improved instruction for the students.

II. Foreign language teacher supervision.

The appointment of qualified foreign language supervisors is a possible solution to many articulation problems. Most states have added foreign language supervisory personnel to their Departments of Public Instruction with the help of funds made available through the National Defense Education Act. Many of the improvements in FL instruction that have been made in recent years are attributable to the efforts of these people.

Consultants or coordinators have been appointed by a number of major universities. Indiana University was one of the first. Additional services have been made available by the Indiana Language Program.

Adequate supervision is needed for all public school FL teachers. State supervisors and consultants are needed to help establish general guidelines, but specific problems must be met by someone closer to the classroom. Several city systems in Indiana already provide such

supervision, and others are planning to appoint supervisory personnel. In many cases, proper supervision will only be possible through the combined efforts of several small school districts.

The work of the local supervisor is complex.

A. He has the responsibility for the total articulation of the local foreign language program.

B. He must attract teacher candidates to the school system. The establishment of an effective faculty is a major responsibility of any school administrator and essential in the development of a well-articulated program.

C. He assumes a leadership role in working with regular teachers on all curriculur matters. Among these are selection of teaching materials, determination of goals for each level, methods of student and program evaluation, and planning of related extra-curricular activities.

D. He develops leadership among classroom teachers.

E. He has the major responsibility for public relations. Public and administrative support are essential for effective programs.

F. He has a special responsibility to the total profession. His school system benefits from his participation in state and national professional activities. It is associated with his contributions and becomes more attractive to strong teachers. Through his participation the supervisor becomes better informed and more capable of helping his teachers.

III. Long-sequence programs.

The development of long-sequence foreign language programs is a major goal in most school systems. The teacher shortage problem discussed above is a major complication. There are other problems that also received considerable attention at the regional conferences.

A. There is still a problem of *appropriate teaching materials.* Many FL teachers are enthusiastic about level-one materials with an emphasis on the development of audio-lingual skills, but they are discouraged by the lack of cohesion that may exist within a given series. One level does not always provide adequate instruction for the use of the following materials. Supplementary materials provided by the teachers to bridge the gaps may help, but they tend to detract from a logical sequential growth in language proficiency on the part of the students.

B. Serious work needs to be done, probably at the national level, on the *definition of terminal behavior* that should be expected at the end of the various levels of foreign language instruction. Such a definition will make it easier for publishers to prepare and for teachers to select appropriate materials. It will also make it possible for teachers to do a better job of program evaluation.

C. *Scheduling problems* often hamper the development of long-sequence programs. Flexible schedules were frequently mentioned as a necessary prerequisite to long-sequence programs.

1. A grouping of students by linguistic level rather than by chronological age is conducive to more effective foreign language learning at all levels. Traditional scheduling discourages such grouping and encourages the elimination of slower students for the sake of expediency.

2. Shortened, daily periods are needed for students beginning or continuing FL study in grades seven and eight. The difficulty of such scheduling often leads to a compromise of a far less desirable full period on alternate days.

3. Accelerated classes are needed for students who have been highly successful in one foreign language during two or three levels of instruction, and who wish to start another foreign language while they are still in high school. Such students can complete one level of work in much less than a year. They are usually the highly motivated students whose interests are so varied they cannot afford to spend time in courses that do not offer a challenge.

4. Special provisions need to be made for the students who wish to remain in contact with a language they have studied for three or four years, but cannot find time during their busy senior year schedule for daily classes.

D. *Unrealistic enrollment policies* were also mentioned as a stumbling block in the path leading to long-sequence programs. Secondary school FL teachers were urged to arrive at some logical conclusions concerning why a foreign language should be studied and who should be included in the program. It was argued that there is little justification for foreign language instruction if the language is taught for prestige, if the sequence does not lead toward a mastery of the language, and if the students do not gain an understanding of the culture represented by the language.

If the purpose of the FL program is to develop communication skills and to broaden cultural vision, it was pointed out that each high school student should be given as much language training as possible. Predictability of which student will need the language training in later life is impossible. Terminal students are often the ones who are later employed by one of the many corporations with interests abroad, or travel as members of the Armed Services. The most brilliant student in class may never leave the United States.

Due to the shortage of teachers, to an adherence to traditional schedules, and to the inadequacy of many teaching materials still being used, language training tends to be limited to college-bound students with special foreign language interest and aptitude.

V

SUMMARY OF RECOMMENDATIONS IMPLICIT AND EXPLICIT IN THIS REPORT

1. As a prerequisite to the development of well-articulated long-sequence foreign language programs, a concerted effort is needed to determine the linguistic achievements that can be expected of students at the end of each level of instruction. This is a problem of national scope and probably should be approached at that level.

2. State-level leadership organizations should continue to improve all lines of communication among foreign language teachers and between FL teachers and other people indirectly concerned with language learning.

3. Strong foreign language teachers with the time and willingness to do some extra work should be involved in committee efforts to search for solutions to some of the common problems.

4. Indiana colleges and universitities should arrive at a consistent and fairly standard policy concerning foreign language entrance and graduation requirements—perhaps setting a minimum beyond which individual institutions would retain the option to go.

5. Standardized procedures should be implemented for placing high school-trained foreign language students in college level classes, including a common policy related to the awarding of credits for advanced placement. A consistent testing procedure is urged.

6. Colleges should offer transition courses for incoming high school students who have completed several years of foreign language training.

7. High school and college teachers should cooperate in strengthening teacher preparation programs.

8. Cooperative programs sponsored by several colleges should be implemented as a means of strengthening teacher education.

9. Concerted efforts should be continued to make the teaching of language skills as logical as possible. Special attention is needed at advanced high school and intermediate college levels.

10. High school teachers should arrive at a reasonable agreement concerning foreign language student enrollment.

11. School administrators should be urged to add supervisory personnel in order to have greater assurance of effective articulation and continuity.

12. Ways should be found to implement scheduling flexibility.

INFORMATION

REGIONAL CONFERENCE SITES AND PLANNING COMMITTEE CHAIRMEN

1. Evansville, Evansville College
   Professor Peter Seyyfert, Evansville College
   Mr. Edmund A. Sullivan, Bosse High School
2. Fort Wayne, Ben F. Geyer Junior High School
   Mr. J. Wilbur Haley, Fort Wayne Public Schools
3. Franklin, Franklin College
   Professor Gardner P. Ashley, Franklin College
4. Indianapolis, North Central High School
   Miss Edith M. Allen, Indianapolis Public Schools
5. Lafayette, Purdue University
   Professor Leo Kelly, Purdue University
6. La Porte, La Porte High School
   Professor Charles E. Parnell, Notre Dame University
   Mrs. Aida P. Stevenson, La Porte High School
7. Marion, Marion High School
   Dean Maurice Burns, Marion College
8. Muncie, Ball State University
   Professor Robert S. Sears, Ball State University
   Mr. Robert W. Hancock, Muncie Central High School
9. Terre Haute, Indiana State University
   Professor Gertrude Ewing, Indiana State University

MAIN SPEAKERS AT REGIONAL CONFERENCES

1. Evansville:
   Professor Frank Ryder, Indiana University
   "Articulation of a Fourteen-Year Foreign Language Program"
2. Fort Wayne:
   Professor Don R. Iodice, Oakland University, Rochester, Michigan
   "Toward Better Articulation in Foreign Languages Between High Schools and Colleges"
   Dr. John Young, Fort Wayne Public Schools
   "The Changing Scene"
3. Franklin:
   Professor John C. Dowling, Indiana University
   "From High School Student to High School Teacher"
   Dr. Herbert J. Reese, Columbus Public Schools
   "An Administrator Looks at Foreign Languages"
4. Indianapolis:
   Professor Don R. Iodice, Oakland University, Rochester, Michigan
   "Toward Better Articulation in Foreign Languages Between High Schools and Colleges"
   Professor Leo Kelly, Purdue University
   "Toward Greater Uniformity in Teacher Training Programs"

5. Lafayette:
Sister M. Grégoire, O.P., Rosary College, River Forest, Illinois
"Toward Better Articulation in Foreign Languages Between High Schools and Colleges"
Mr. Lewis W. Gilfoy, Indianapolis Public Schools
"Strengthening Articulation"

6. La Porte:
Professor George E. Smith, Indiana University
"Coordination of Foreign Language Programs"
Professor Charles E. Parnell, Notre Dame University
"Foreign Language Instruction at the College Level"
Miss Catherine Hughes, Gary Public Schools
"Foreign Language Instruction at the High School Level"
Mr. Robert D. Worrel, La Porte Central Junior High
"Foreign Language Instruction at the Junior High Level"

7. Marion:
Professor Louis L. Curcio, Indiana State University
"Special Cuban Teacher Training Program and its Implications for Indiana Colleges and High Schools"
Miss Wahneta Mullen, State Department of Public Instruction
"Goals for Indiana"

8. Muncie:
Professor Lawrence W. Wylie, Harvard University
"Civilization and the Teaching of Languages"

9. Terre Haute:
Miss Catherine Hughes, Gary Public Schools
"Articulation"
Dr. John Young, Fort Wayne Public Schools
"The Changing Scene"